

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at
<https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Suncoast Preparatory Academy	Shawna Macdonald, Principal	smacdonald@suncoastprep.org 760-630-4080

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

COVID-19 has increased the need for a homeschool program, however we were not able to enroll the number of students that registered due to the senate bills that have been passed. The school has over 700 students registered for the program, but the school is only able to accept and enroll 95. This has caused loss of teachers as well as office staff but to the reduced funding the school will be receiving.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

In Spring of 2020 a survey was sent to all families via Google Forms. A plan is in place to resend a similar form within the month of October 2020.

A virtual town hall meeting will also be held via Zoom.

[A description of the options provided for remote participation in public meetings and public hearings.]

Remote participation will be available by using Google Forms for the survey and results. A virtual town hall will also be held using Zoom. Computers and mifi devices will be provided for students that need them to work virtually.

[A summary of the feedback provided by specific stakeholder groups.]

The survey results were listed in an email that is no longer active, attempts to retrieve survey data have not been successful.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Since all meetings are virtual currently, teachers have been meeting with families weekly via phone and Zoom to discuss educational concerns and options. Families are also communicating via email with teachers as well. Teachers are offering tutoring weekly to make sure that all students are receiving the best possible solutions for virtual learning.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Due to the fact that the school has multiple counties in which students reside, in-person instruction will only take place once a majority of the counties are off the state watch list to provide the safest environment for students, teachers, and families.

Once in-person instruction is deemed safe families will be able to choose if they want to meet in-person or continue to stay virtual for the remainder of the school year.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Many more computers were ordered to meet the need to student virtual learning.	\$2700	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Emails to all vendors were sent out to confirm that they will provide virtual learning for students to access. Teachers will be tutoring virtually at least 2 days per week to maintain student understanding of concepts.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Teacher have called and emailed all families to see if students need a computer or mifi device in order to participate in distance learning. Since all services are virtual we had to purchase more computers for meet the need. As of the 2nd week of school devices were being prepared by the IT department and devices will be distributed by the end of week 2.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers will be meeting with families virtually via Zoom as well as collect weekly work samples in a google folder. By meeting weekly and collecting weekly samples the teachers are able see where the students need help and provide tutoring opportunities weekly.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The professional development plan is the find webinars on distance learning and how to be an effective distance learning teacher. Teachers will also be trained on how to assist students that have fallen behind and need additional help due to learning loss.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As staff has had to be reduced, teachers will have more responsibilities with tutoring, staff will also be meeting with families weekly instead of monthly, as it was in the past. Teachers are also having to tutor virtually using Zoom at least 2 days a week using a set schedule. With the loss of funds office staff have been reduced as well. This means teachers and the principal will be taking on more responsibilities and duties that they are not used to.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students with unique needs such as English learners have all been placed with a single teacher that is knowledgeable in providing services for those students. Students that are in foster care or homeless will have access to the counselor to discuss any concerns that they are having. With the pandemic all resources will need to be provided via phone or Zoom to limit contact.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
More tutoring by teachers	\$ 0.00	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

To address pupil learning loss weekly tutoring and discussions with families is required. Teachers will be trained how to better assist students that have had learning loss, accommodations that can be made to curriculum, as well as how to help students catch-up or retain the information that they are missing from the previous year.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Again, weekly tutoring and family meetings will help address most of the learning loss possibilities that most students are experiencing. For advanced cases the school counselor will be consulted on strategies to help these students as well.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Based on benchmark testing that is assessed three times per year, the hope is that there will be continued growth in students throughout the school year.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Weekly tutoring and monitoring	\$ 0.00	Y

Description	Total Funds	Contributing
Conversations with school counselor to discuss other strategies and possible talks with student	\$ 0.00	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

To address mental health and Social/Emotional well-being the school counselor will be available to assist teachers and speak with students needing help. A webinar or virtual session will be made available to all teachers to address teacher mental health as well as student/family mental health and social/emotional well-being.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

There is weekly communication between teacher and family. This is to provide outreach and services. Students that are not meeting educational requirements will have to have a meeting with both the teacher and the principal to discuss the obstacles and strategies to become more successful. The counselor will also be contacted to provide any additional insight and strategies.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

We are identifying families in need and directing them to locations where meals are being distributed. In circumstances that the family is not able to be served an in-house action plan will be activated to help families and students in need.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Finding locations for food distribution as well as creating an in-house action plan.	Unknown	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	\$2700 plus any Nutrition action plan costs

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

1. A plan is being put into place to assess the needs of low-income families, those that qualify for free & reduced lunch will be notified of locations they can receive help from. Students that are experiencing Social/Emotional or mental health concerns will be given strategies and monitored by teaching staff, principal, and counselor. Weekly meetings will allow all parties to assess the student's progress and areas of need.
2. The above strategies will be effective since there is weekly communication, teachers will be given training on strategies to help with all their students. By providing professional development the teacher's become more knowledgeable and are able to assist families better. Weekly meetings also help address the concerns much quicker than the monthly meetings that occurred in the past.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Services being increased would be weekly meetings with the teacher to discuss any concerns or areas of struggle. Also, professional development to provide strategies for teachers, parents, and students will be beneficial to all stakeholders. By increasing knowledge, the

parents and students have access to more strategies that can benefit them. Creating an action plan for free & reduced lunch with locations for food distribution or other available services will benefit those in need as well.